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THE MULTI-SENSORY APPROACH.

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COURSE CONTENT AND TEACHING METHODS FOR FIRST- THROUGH FOURTH-YEAR HIGH SCHOOL LATIN COURSES ARE OUTLINED. FIRST YEAR PROCEDURE INCLUDES A PATTERN DRILL, INTERPRETIVE READING BY THE TEACHER, STUDENT READING, STORY SUMMARY BY THE TEACHER IN WORDS THE STUDENTS ALREADY KNOW, AND FUNCTIONAL QUESTIONS TO TEST COMPREHENSION. GRAMMAR QUESTIONS ARE ASKED IN LATIN. AFTER THE STUDENTS REREAD THE SELECTION, A 5-MINUTE QUIZ IS GIVEN IN LATIN. DURING THE SECOND YEAR, THOUGHT QUESTIONS ARE INTERSPERSED WITH GRAMMAR QUESTIONS AND STUDENTS BEGIN TO DEVELOP THE ABILITY TO RESPOND WITH ORIGINAL ANSWERS IN LATIN. THIRD-YEAR LATIN EMPHASIZES INTENSIVE READING OF CONTINUOUS NARRATIVES. MORE THOUGHT QUESTIONS ARE ASKED, SUPPLEMENTARY MATERIAL IS GIVEN IN LATIN, AND IDIOMATIC ENGLISH TRANSLATIONS ARE ELICITED. DURING THE FOURTH YEAR THE EMPHASIS IS ON POETRY, AND WRITTEN SUMMARIES IN LATIN MUST BE SUBMITTED ON ASSIGNED MATERIAL. INSTRUCTIONAL AIDS EMPLOYED INCLUDE WALL CHARTS, TAPES, PROGRAMED MATERIAL, WORKBOOKS, AND SUPPLEMENTARY PAPERBACKS. INDEPENDENT STUDY IS ENCOURAGED AT ALL LEVELS. THIS PAPER WAS PRESENTED AT THE UNIVERSITY OF KENTUCKY FOREIGN LANGUAGE CONFERENCE (LEXINGTON, APRIL 26-27, 1968). (AF)

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THE MULTI-SENSORY APPROACH

Edward C. Woll

The multi-sensory approach in the teaching of Latin, as I have developed it for classroom use, utilizes significant modern instructional techniques in the learning of a second language, and wisely retains the time-honored practices of the past with some slight alterations.

The multi-sensory approach in the teaching of Latin has been developed and is still being developed by the student, for the student, and with the student.

The modern day Latin student, like his fellow-student in other fields of intellectual endeavor, wants to be committed to and actively involved in a real live flesh and blood experience.

The modern day Latin student wants to be committed to and actively involved in a real live second language experience. He will thoughtfully and seriously commit himself to the learning of the glorious treasures of Western Civilization that Latin has to offer, provided that he becomes an active participant in the educational process.

With these brief introductory remarks about the multi-sensory approach I will now become more specific as I relate to you how my classes are conducted in Latin I, II, III, and IV.

The normal procedure for a first-year Latin class is to begin with a pattern practice that is pertinent to the grammar constructions which appear in the assigned reading. For example:

Puella nautam videt.

1. Quis nautam videt?
   Puella nautam videt.
2. Quem puella videt?
   Nautam puella videt.
3. Quid agit puella?
   Videt nautam puella.

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This basic pattern practice which illustrates subject, object and verb is recited by each student through the question and answer routine. Every student answers a question about the basic construction and the teacher always gives the correct answer regardless of the student's response. This is known as <u>immediate reinforcement</u>.

Upon the completion of the pattern drill, the teacher reads the assigned lesson with as much interpretation as possible. He reads it several times. Then the students read it.

After the students read the selection, the teacher summarizes the story in words that the students already know. This summary is important. It is the key that not only unlocks the plot of the story, but it also enables the student to understand the reading in the Latin word order. If this is not done, the student will superimpose the English pattern on the difficult parts of the reading and confusion results.

The summary is important. It also provides a direct and an immediate check on the student's progress in the comprehension of both vocabulary and sentence patterns.

Following the summary the students are asked functional questions about the story to determine their comprehension. For example, quis? quem? quid? qui? quae? quos? quibus? quocum? quibuscum? quo in loco? quem ad locum? All the students repeat the question and answer three times in order to firmly impress the sentence pattern upon their minds.

After the functional questions traditional grammar questions are asked but in Latin. For example, quo in casu? quo in numero? quo in genere? qua in voce? quo in tempore? quo in modo?

The students re-read the selection after the question period. The teacher then gives the English counterpart for the lesson.

Finally, a five-minute written quiz follows. The questions are asked vocally in Latin and the students write only the answer, but in Latin.

After the written quiz, preparation and explanation of new material begins:

1. The teacher reads interpretatively the new lesson
2. The students read
3. The teacher summarizes - this is the key
4. Explanations are elicited from the students about new material in English, about old material in Latin.

To supplement this general routine the students participate by making stick-people pictures to help their fellow students to visualize the reading. This visual material, prepared for over-head projection, is employed at the most advantageous part of the classroom procedure.

The students also participate by making completion, substitution, transformation and expansion charts for basic yet troublesome sentence patterns. These wall-charts are attached to the chalk-board for general classroom participation.

The general routine of the class is further supplemented by tapes which are used to reinforce classroom learning. The tapes are made by the teacher and occasionally by the students as a group. The students are given the opportunity to hear their voices, individually and collectively. This is a tremendous incentive toward the perfection of correct pronunciation.

Finally, classroom instruction is supplemented and complemented by the use of programmed material. This material efficiently expedites the need for repeated explanation of previous lessons. This programmed material is linear with the correct answer on the left-hand side of the page. Quizzes are available for each section. The student checks his own progress with a master copy of correct answers. As a result, independent study is encouraged and developed.

The classroom procedure for a second-year Latin class is approximately the same, but the material becomes progressively more difficult. The emphasis is on dependent clauses, both indicative and subjunctive. The questions in Latin become more difficult. Structure and grammar questions are gradually interspersed with thought questions about the story.

The student begins to develop the ability to respond with original answers in Latin, answers according to the Latin structure pattern. Individual response varies according to ability and comprehension.

The supplementary aids are available for the student on this level. However, an additional supplement is a Word Mastery work-book that gives the student an in-depth knowledge and appreciation of Latin and English words and their intimate relationship. The student does this work on his own time, takes quizzes on the material and checks his own work with a master copy of correct answers. Independent study is encouraged and developed.

Supplementary background reading, by means of inexpensive paper-back books is strongly encouraged and highly recommended in order to insure an interesting and an effective classroom learning situation. For example: books on mythology, Roman history, culture, and social life. A careful selection of books is imperative in order to initially arouse and to continually stimulate further background reading. Independent study is encouraged and developed.

The classroom procedure for third-year Latin is tailored to meet the needs of the advanced student.

Intensive reading of continuous narratives is emphasized, such as, Cicero, Sallust, Livy, Nepos, Tacitus and Seneca.

The procedure is basically the same:

1. Reading interpretatively by teacher
2. Reading by students
3. Summary by teacher
4. Questions - predominately thought
5. Supplementary background material given in Latin
6. Idiomatic English translations elicited from students and perfected by teacher
7. Written Quiz - 5 minutes

Independent study is encouraged and developed through extensive reading in Latin. The student reads, prepares and digests the Latin selection on his own with occasional private instruction by the teacher. The student takes a written test in Latin on the selection and checks his answers with a mastery copy of correct answers.

The latter part of the course introduces the student to the fundamentals of Latin poetry, specifically Dactylic Hexameter to prepare for an easier and more profitable transition to poetry in the fourth-year.

The supplementary aids of the other levels are available to the third year student at his discretion.

The classroom procedure for the fourth-year Latin student emphasizes poetry, intensively Vergil; extensively Ovid, Horace and others.

The procedure is basically the same as the third-year but the emphasis is on poetry.

1. Reading interpretatively by teacher
2. Reading by students
3. Summary by teacher
4. Questions primarily thought
5. Background material given in Latin
6. Idiomatic English translations elicited from students and perfected by teacher
7. Senior students submit a written summary in Latin on assigned material

Independent study is encouraged and developed by individual completion of Vergil and Ovid. The student reads, prepares and digests the Latin selection on his own with occasional private instruction by the teacher. The student takes a written test in Latin and checks his answer with a master copy.

Supplementary aids are available at the discretion of the student and supplementary background reading is highly encouraged and strongly recommended for an efficient and productive classroom situation.

Finally, the supplementary aids on all levels provide adequately for different learning abilities of the student.

Extensive reading in Latin on the advanced levels adequately challenges the creative minds of the superior student.

At all levels, the student becomes committed to and actively involved in a real second-language experience commensurate with nature of the classical language itself and with the varying abilites of the individual.

The multi-sensory approach is a program for the students, by the students, and with the students.

This program is still in the process of becoming, much more work and thought is needed to bring it to a perfected and complete program, to make it more truly - A Multi-Sensory Approach.

Be that as it may, I have the courage of my convictions, the confidence and approval of the students, and a fondness for hard work, no matter what the obstacles are that stand in the way of its ultimate completion.

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Paper presented by Edward C. Woll of Saint Mary High School, Akron, Ohio, at the 21st University of Kentucky Foreign Language Conference held in Lexington, Kentucky, 25-27 April 1968.